

Special Education Project Proposal (SEAP) – Year 2

1. Executive summary that is no longer than one page

This project will focus on empowering students with developmental disabilities, along with their caregivers, to understand their rights in the special education system. The project will provide assistance and resources to Arizona children and young adults with developmental disabilities, giving priority to youth who have been impacted by the foster care system and/or the juvenile justice system, as well as students who have been impacted by the COVID-19 pandemic. The project will provide trainings to students with developmental disabilities and their caregivers about their legal rights in the special education system. It will also offer individualized advocacy services, such as telephonic consultations, attendance at Individualized Education Program (IEP) meetings and mediations, and assistance with special education dispute resolution.

2. Describe the project in detail, elaborating on the need or scope of the problem and how this project is meant to address it. What DDPC Goal does this address

BACKGROUND

The Arizona Center for Disability law (ACDL) is part of a nationwide network of congressionally mandated, legally based disability rights agencies, called the Protection and Advocacy System. An agency just like ACDL exists in every U.S. state and territory.

ACDL is a unique non-profit law firm. Its legal staff includes attorneys and advocates who are highly knowledgeable about the various legal rights of individuals with developmental disabilities under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Section 1557 of the Affordable Care Act, the Fair Housing Act, and other federal and state disability rights laws. ACDL is currently the only entity in Arizona providing free legal representation and advocacy services related to education and transition-to-employment needs for children and young adults with developmental disabilities.

ACDL has developed expertise and experience in representing children with developmental disabilities in education in matters related to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Family and Education Rights and Privacy Act, and Every Student Succeeds Act. ACDL represents children in negotiations, mediation, administrative complaints before the Arizona Department of Education and U.S. Department of Education--Office

for Civil Rights, and due process proceedings in the Arizona Office of Administrative Hearings.

In addition, ACDL has a vast library of user-friendly self-advocacy resources. Currently, ACDL has over 35 self-advocacy guides in circulation, covering topics ranging from employment rights under the Americans with Disabilities Act to how to obtain assistive technology and voting rights. During the 2021-2022 year, under year one of the SEAP grant, ACDL developed or made more accessible over 60 different self-advocacy resources relating to the rights of students with disabilities.

The Center has substantial experience, as well, in providing information and assistance in the use of our instructional materials and conducting virtual and in-person workshops and training on complex legal issues for persons who have developmental disabilities. During the 2021-2022 year, under the original SEAP grant, ACDL conducted 15 trainings for a variety of audiences across the state on topics related to the rights of students with disabilities.

THE NEED

Research suggests that children with disabilities are three to four times as likely as other children to be abused or neglected. The presence of a developmental disability in addition to other adverse circumstances, such as exposure to physical and/or sexual abuse and caregiver instability, increases the risk of emotional and behavioral difficulties and adverse educational outcomes. Children with disabilities are disproportionately represented in foster care, with twice as many students eligible for special education in foster care as in the general population. Additionally, individuals with developmental disabilities account for about 33% of children living in juvenile justice facilities. This is almost double the percentage of children who have developmental disabilities in the general population.

Over 140,000 Arizona school-aged children have one or more disabilities, representing about 12% of the enrolled student population. Children and youth with disabilities who are denied individualized education programs (IEPs) or whose IEPs are not implemented appropriately are extremely disadvantaged in their ability to receive an education, achieve independence, and integrate into the community.

The SEAP project helps to prevent or ameliorate negative outcomes for students with disabilities by providing students and their caregivers with rights information, trainings, and individualized advocacy that helps ensure these students are provided all of the services and supports they need to receive access to a free and appropriate public education. The project improves access to services for students with disabilities not only by educating and advocating for students and their caregivers, but by educating other key players who come into contact with youth impacted by foster care and the juvenile justice system, such as juvenile court judges, guardians ad litem, children's attorneys, court appointed

special advocates (CASAs), group homes, and foster care licensing agencies. Greater understanding of the legal rights of students with disabilities among such systems personnel leads to increased enforcement of those rights, which is particularly vital for students who lack consistent educational advocates.

TARGET POPULATION

K-12 students with developmental disabilities who are eligible for or should be eligible for special education services, with an emphasis on students who have been impacted by the foster care and/or juvenile justice systems.

HOW PROJECT WILL ADDRESS THE NEED

This project will focus on empowering students with developmental disabilities, along with their caregivers and other key stakeholders, to understand their rights in the special education system. These rights include the right of students with developmental disabilities to be educated alongside their nondisabled peers to the greatest extent appropriate, a concept described in federal law as “the least restrictive environment.” They also include the right to be included in school activities and provided educational services free from discrimination or discipline on the basis of disability, the right to not be subjected to restraint/seclusion practices that deny them access to a free and appropriate public education, and the right to individualized transition services.

The project will accomplish this goal in two ways: 1) by providing virtual and, when safe, in-person training to students, caregivers, and relevant systems personnel on the special education rights of students with disabilities; and 2) by providing individualized consultations, technical assistance, and referrals to students with developmental disabilities, with priority given to children who have been impacted by the foster care system and/or the juvenile justice system.

Trainings

During the second year of funding, ACDL will provide the target population with 8 know-your-rights trainings. ACDL expects an average of 15 persons to attend each training for a total of at least 120 total attendees. Because of uncertainty related to the COVID-19 pandemic, we will plan to provide these trainings either in person or in a virtual format, using Zoom or similar technology. The trainings will be related to special education and transition services/planning for youth with developmental disabilities. The location of trainings will be dependent on the target audience and whether the trainings can be safely offered in person or if they will be virtual. When offering trainings virtually, ACDL may record the trainings and make them available for asynchronous viewing in order to increase accessibility and viewership.

Several training topics/audiences have already been identified (see Exhibit A). These trainings include some “train-the-trainer” models to empower community leaders to share advocacy information and resources with their constituents. For example, the Special Education 101 training with the Gila River Indian Community will be for an audience primarily made up of tribal social services personnel who will use the information they learn from the SEAP trainer to in turn educate parent and student tribal members about their rights.

Exhibit A includes tentative training topics and audiences, pending further communication and planning with partner/host organizations. The order of the trainings listed in Exhibit A is also subject to change depending on the needs of the audience.

Although all trainings will be focused on information about the special education rights of the project’s target population of K-12 students with developmental disabilities who have been impacted by foster care, the juvenile justice system, and/or COVID-19, some trainings will have appeal to a broader audience and may be marketed more widely (e.g., a training on school discipline may also be of interest to students who do not have developmental disabilities or who have not been impacted by foster care, juvenile justice, or COVID). Conversely, some trainings may be more focused on certain subsets of the target population (e.g., a training specifically on the rights of students with disabilities residing in a juvenile detention facility). Additionally, some trainings may be marketed toward a specific geographic location or population (e.g., a training in partnership with the Native American Disability Law Center targeting students with developmental disabilities who live on the Navajo or Hopi reservations in the Four Corners area will be marketed through radio advertisement on the Navajo and Hopi reservations; a training tailored for Court Appointed Special Advocates (CASAs) will be marketed in partnership with CASA training organizations such as VOICES for CASA Children; etc.). The trainings will not be restricted to only certain types of attendees—anyone with interest will be welcome to participate. However, the content and intended audience will influence where and how we advertise these events, which will in turn influence the composition of the audience.

Should time and resources allow, additional trainings may be conducted for other audiences on other topics.

Technical Assistance (Basic and Complex)

Levels of Technical Assistance:

This project will provide special education assistance to Arizona students with developmental disabilities. The level of technical assistance provided will vary. Some individuals will be provided with basic technical assistance by our dedicated intake advocate and/or intake attorney.

Complex technical assistance cases will involve youth who are in the foster care and/or juvenile justice systems. ACDL will also identify those intakes from counties and communities traditionally underserved. ACDL will also focus on the most egregious denials of Free Appropriate Public Education (FAPE) in the public school system. For example, exclusionary practices, providing no special education services, and cases involving restraint and seclusion. This complex technical assistance will include things like legal consultations, tailored legal information letters, attendance at IEP or 504 plan meetings, advocacy communications with schools, attendance at mediations, and assistance with drafting and filing administrative complaints.

If an intake has issues outside of the listed items above, ACDL will provide basic technical assistance which will assist the student by providing self-advocacy information. Basic technical assistance will specifically include providing the individual with general special education information over the phone, sending the individual resources and guides applicable to their particular situation, and referring the individual to relevant agencies and providers.

All levels of technical assistance provided will be based on staff capacity. Once a case is assigned, the Staff Advocate or Staff/Managing Attorney will be present (in-person or virtually) at all meetings, mediations, and necessary appointments of the consumer/client. The Legal Director and Deputy Legal Director will provide support and supervision to the staff assigned to the project.

Process for selecting cases for technical assistance:

The STAT Advocate(s) will initiate cases received via phone, email, web inquiry, and in-person visits. The intake process will include the client providing answers to a few screening questions that determine if the needs of the client align with the SEAP program. The STAT Advocate will inform the client of the next steps and relay the contact information to the Managing Special Education and Intake Attorneys. The Managing Attorney(s) will determine how to serve the needs of the consumer. Engagement letters will be provided to all clients receiving complex technical assistance which will outline what service(s) will be provided and when the representation will conclude. At the conclusion of representation clients will receive a closing letter outlining the service provided and the outcome of their case.

Number of Basic and Complex Technical Assistance for Year 2:

The project will provide basic technical assistance to at least 50 Arizona students with developmental disabilities. The project will provide complex technical assistance to at least 15 Arizona students with developmental disabilities.

This project addresses the following DDPC goals:

Goal 3, Objectives 2 & 3: Inclusion

- **This project will increase inclusion of students with developmental disabilities in school environments and activities and will advocate that students with developmental disabilities to be taught alongside their nondisabled peers to the greatest extent appropriate.**

3. Who are the other community partners.

Over the past four years, ACDL has developed expertise in the unique needs of children with disabilities in foster care or touched by the foster care system as well as justice involved youth. ACDL has partnered with other Arizona nonprofit organizations, including Advocacy 31 Nine, FosterEd, VOICES for CASA Children, Black Mothers Forum, and the Arizona Center for African American Resources, to expand the reach and impact of our work on behalf of children with disabilities in foster care. We have also collaborated with state agency stakeholders, such as the Arizona Department of Child Safety, the Arizona Department of Education, and the Arizona Administrative Office of the Courts, to train service providers and address systemic problems.

4. What data will be tracked and monitored and reported to the DDPC.

ACDL will track data that is outcome-focused on how the technical assistance the project provides resolves or does not resolve the client's issue, or if the issue is still in process of being worked through. ACDL will measure this by reaching back out to those recipients of complex technical assistance approximately 3 months following the conclusion of the assistance to administer a survey. See Exhibit D. ACDL will report results of these surveys in each quarterly report to DDPC.

ACDL will track data related to the trainings it provides. At the conclusion of each training, ACDL will ask audience members to complete a brief survey that asks for an evaluation of the efficacy of the training and that collects demographic data (age, race, geographic data [rural vs. urban], relation to individual with I/DD [self, parent, provider, etc.]). See Exhibit E. ACDL will report results of these surveys in each quarterly report to DDPC.

ACDL will track the distribution of the resources developed in Year 1 of the grant through our internal data tracking system, and will report back to DDPC on the number of grant-funded resources that are provided to the public each quarter of Year 2.

5. Why does the DDPC need to fund this project; how will this be sustained beyond DDPC funding

ACDL does not have a funding stream dedicated to special education, it is difficult for our attorneys/staff to engage in targeted work, like this project, without outside support. With help from the DDPC, this project will provide these desperately-needed services to a wide array of children in Arizona with developmental disabilities.

The project will be able to outlast the second year of funding from the DDPC because after the first year, the project may pursue funding from other sources to offset programmatic costs. The results the project will achieve during its first year will provide us with attractive and convincing data to share with future private and public funders about the impact and efficacy of the program.

Furthermore, the project will focus not just on providing technical assistance to individuals, but also on training. As a result of the trainings, Arizona families and service providers will be better equipped to understand their rights, self-advocate, and find community resources that can help. The resources that were created during the first year of funding, including written and online resources, will continue to provide information and support to individuals with developmental disabilities long after DDPC's funding for this project ends.

Additionally, ACDL will invite legal interns from Arizona State University and the University of Arizona to work with us on the project. Exposing law students to this type of work will help inspire a new generation of attorneys to pursue a career in public interest law or to dedicate pro bono time to advancing special education rights in our state.

6. Who are the key staff and their backgrounds/experience

Attorneys

Amanda Glass, SEAP Project Director, Special Education Managing Attorney,
Role: Amanda will oversee the SEAP Project. Amanda will also provide complex technical assistance to students with developmental disabilities, including providing consultation and legal advice, drafting and submitting complaints, and representing students in mediation and informal negotiations. Amanda will also provide education to the public by providing virtual trainings on the rights of students with DD in special education. Amanda will provide consultation and support for other ACDL staff working under this grant.

Background: Amanda has been at the Arizona Center for Disability Law for three years. During that time, she has worked exclusively in the area of special education, focusing primarily on serving children with disabilities who have been

impacted by Arizona's child welfare system. She developed a number of working relationships with service providers and practitioners who work with this population across the state of Arizona.

Jessica Jansepar-Ross, Consulting/Contract Attorney

Role: Jessica will lead ACDL's outreach efforts under this grant. Jessica will plan and coordinate trainings and presentations. Jessica may provide limited complex technical assistance to individual students and caregivers.

Background: Jessica Jansepar Ross has served as an attorney consultant for the Arizona Center for Disability Law (ACDL) for nearly three years. Previously, she was a staff attorney with ACDL from 2014-2019. In her practice, she works extensively on special education issues, to include providing special education advocacy assistance, developing educational materials, and providing trainings on special education and other disability-related issues to people with disabilities and community members throughout the state.

Julie Corty, Managing Intake Attorney

Role: Julie will provide support and supervision to advocate Cate Galyon as she conducts telephonic intake interviews and provides basic technical assistance to individuals with developmental disabilities and their caregivers.

Background: Julia Corty has a J.D and an LLM in Indigenous People's Law and Policy from The University of Arizona College of Law. She is admitted to the Arizona bar has over twenty years of experience as a lawyer. Her practice areas have included disability law, civil law and criminal law. She also serves as a faculty member for the National Association for Trial Advocacy.

Maya Abela, Deputy Legal Director

Role: Maya will provide support to ACDL staff working under this grant, including consultations regarding complex technical assistance and review of newly developed outreach materials.

Background: Maya has been at the Arizona Center for Disability Law for 6 years, working in a supervisory capacity for the past year and half, and as a Staff Attorney prior to that. Special education was one of her practice areas as a staff attorney, and she continues to work with attorney and advocacy staff on special education cases and systemic issues.

Rose Daly-Rooney, Legal Director

Role: Rose will provide support to ACDL staff working under this grant, including consultations regarding complex technical assistance and review of newly developed outreach materials.

Background: Rose has served as an expert legal advocate for Arizonans with disabilities for over twenty years. Prior to attending law school, she worked as a

special education advocate at ACDL's predecessor, the Arizona Center for Law in the Public Interest (ACLPI). She began her legal career as a Skadden Fellow with ACLPI in 1994. Rose was then hired on and worked at ACDL until 2006, first as a staff attorney, and later as a supervisor of the Employment and Fair Housing unit. In 2006, Rose became an Assistant Attorney General in the Civil Rights Division of the Arizona Attorney General's Office. She returned to ACDL in 2015 in the role of legal director. As legal director, she has provided direct legal representation to special education students and supervised ACDL attorneys and advocates handling education cases.

Staff and STAT/Intake Advocates

Martha Leon, Staff Advocate

Role: Martha will provide limited and complex technical assistance to individual students with developmental disabilities. Martha will also provide education to the public by providing virtual trainings on the rights of students with DD in special education

Background: Martha has been an Advocate for the Arizona Center for Disability Law for over 13 years. Martha provides students with disabilities and their families with advocacy assistance, including trainings about their special education rights and needs, both in English and Spanish. For several years, Martha provided Spanish Language Training for the Legal Options Manuel and served as the Director of the Protection & Advocacy Traumatic Brain Injury project for several years. Martha has been advocated for or provided services to disadvantaged and vulnerable children and adults for the past 25 years. Martha began her career as a bilingual teacher with Head Start for children with severe disabilities. She later became an employee with the State of Arizona as a Foster Care Coordinator, and then became a Jobs Program Trainer with the Department of Economic Security where she helped individuals transition from welfare to the workforce, often considering disability-related issues to find the best possible placements.

Cate Galyon, STAT/Intake Advocate

Role: Cate will conduct telephonic intakes for callers who fit within the parameters of the grant. Cate will collect needed demographic information regarding the caller, as well as the facts of the special education situation. When appropriate, Cate will provide basic technical assistance to individual students and caregivers.

Background: Cate has been an active advocate in the Tucson disability community for the past 17 years, growing my knowledge and experience to empower individuals with disabilities, and their caregivers, with the tools to advocate for themselves. She has provided support to families and individuals with disabilities as the Arizona Regional Representative for Rett Syndrome.org and is currently a board member on the Family Advisory Board and a committee

member for the IDEA committee for the Children's Clinic for Rehabilitation Services. Additionally, she participates in the Arizona Disability Coalition. She received her BA in Special Education Cross Categorical from the University of Arizona in 2015 and her Master's in Jurisprudence Children's Law and Policy, with a focus on education, from Loyola School of Law in 2021.

Administrative Staff

Kimberly Van Horne, Raquel Castro, and Stephanie Gallegos.

Role: The project will require administrative support staff members.

Administrative support staff functions can include scheduling, coordinating paperwork, coordinating travel, monitoring schedules for educational visits, and other administrative tasks. They will also assist attorneys and advocates in their work on this project by developing and maintaining client files, processing paperwork and mailing of special education materials.

Legal Interns

Each semester (fall, spring, and summer), ACDL retains legal interns from Arizona State University Law School and the University of Arizona Law School. These interns are unpaid, but may earn law school credit for their practical experiences in ACDL's office. These interns may provide in-kind support for this project by assisting attorneys and advocates with their work developing trainings, creating resources, and providing technical assistance to individuals.

7. Provide a one year implementation plan

Quarter 1	Quarter 2	Quarter 3	Quarter 4	ANNUAL TOTAL
<ul style="list-style-type: none"> • Provide basic technical assistance to at least 13 students and caregivers • Provide complex technical assistance to at least 4 individuals with developmental disabilities 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 13 students and caregivers • Provide complex technical assistance to at least 4 individuals with developmental disabilities 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 13 students and caregivers • Provide complex technical assistance to at least 4 individuals with developmental disabilities 	<ul style="list-style-type: none"> • Provide basic technical assistance to at least 11 students and caregivers • Provide complex technical assistance to at least 3 individuals with developmental disabilities 	<ul style="list-style-type: none"> • Basic Technical Assistance for 50 individuals • Complex Technical Assistance for 15 individuals • 8 trainings

<ul style="list-style-type: none">• Provide at least 2 trainings (See Attachment A)	<ul style="list-style-type: none">• Provide at least 2 trainings (See Attachment A)	<ul style="list-style-type: none">• Provide at least 2 trainings (See Attachment A)	<ul style="list-style-type: none">• Provide at least 2 trainings (See Attachment A)	
---	---	---	---	--

8. Provide a one year budget summary with budget narrative for all costs. Show Match that is 25% cash or in-kind.

See Attachment B.

**Exhibit A – ACDL’s Proposed Special Education Advocacy Project (SEAP)
Trainings, 2022-2023**

Trainings

Target Date	Subject of Training
Quarter 1	Special Education Rights of Students with Complex Medical Needs (for Children’s Clinics in Tucson)
Quarter 1	Rights of Students with Disabilities Facing School Discipline (targeting Coconino County/Flagstaff area, timed with roll-out of new animated school discipline videos)
Quarter 2	Special Education 101 (for Gila River Indian Community)
Quarter 2	Special Education Sessions during African American Conference on Disabilities (multiple)
Quarter 3	Special Education: Know Your Rights (training for Pilot Parents of Arizona)
Quarter 3	Transition and Graduation (in-person training in Spanish with GANE)
Quarter 4	Meeting Education Needs for Foster Youth (Juvenile Court Dependency 101 Judges Training)
Quarter 4	Meeting Education Needs for Foster Youth (Training for VOICES for CASA Children)

Exhibit C – Data Related to Provision of Technical Assistance

Type of Technical Assistance (Basic or Complex)	Race	Ethnicity	Language	Service Provided	Outcome
Complex	American Indian / Alaskan Native	Not Hispanic / Latino	English	Legal consultation	Family has a better understanding of their rights in the special education system and will self-advocate for student to be educated in least restrictive environment.

Example:

Special Education Advocacy Project

Post-Survey

You were recently provided special education advocacy services by the Arizona Center for Disability Law (ACDL). These services were provided through the Special Education Advocacy Project funded by the Arizona Developmental Disabilities Planning Council. We ask you that you complete this survey in order to help us evaluate the effectiveness of the project and make improvements.

1. Which of the following best describes the current status of the issue about which you contacted ACDL for assistance?

Fully resolved with a favorable outcome ____ Fully resolved with an unfavorable outcome ____
Partially resolved; expect full resolution soon ____ Partially resolved; do not expect full resolution ____
Original issue resolved, but new related issues have emerged ____ Not at all resolved ____

2. I have a greater understanding of my rights/my student's rights after working with ACDL.

Strongly Agree ____ Agree ____ Not Certain ____ Disagree ____ Strongly Disagree ____

3. After working with ACDL, I feel equipped to more effectively advocate for myself/my student.

Strongly Agree ____ Agree ____ Not Certain ____ Disagree ____ Strongly Disagree ____

4. How many interactions did you have with ACDL (meetings, phone calls, school meetings, etc.).

1-3 ____ 4-6 ____ 7-10 ____ 10-14 ____ 15+ ____

5. The lawyer or advocate I worked with was knowledgeable and effective.

Strongly Agree ____ Agree ____ Not Certain ____ Disagree ____ Strongly Disagree ____

6. What were you seeking help with (generally)?

Evaluations/Eligibility ___ Discipline ___ Restraint/Seclusion ___ Disagree with IEP ___
IEP not being followed ___ Placement ___ Forced graduation ___ School enrollment ___
Other _____

7. What type of school does the student attend?

Public ___ Charter (public) ___ Private ___ Homeschool ___
Other _____

8. What is your relationship to the student?

Self ___ Biological parent ___ Adoptive parent ___ Foster parent ___
Guardian ___ Kinship placement ___ Surrogate parent ___
Other _____

9. Comments:

Special Education Advocacy Project

Post Training Survey

You recently participated in a training related to special education provided by the Arizona Center for Disability Law (ACDL). This training was provided through the Special Education Advocacy Project funded by the Arizona Developmental Disabilities Planning Council. We ask you that you complete this survey in order to help us evaluate the effectiveness of the project and make improvements.

Title of Training: _____ **Date:** _____

Please rate your agreement or disagreement with the following statements about this training on a scale of "Strongly Agree" to "Strongly Disagree":

1. The presentation was relevant and informative

Strongly Agree ___ Agree ___ Not Certain ___ Disagree ___ Strongly Disagree ___

2. After participating in this presentation, I have a better understanding of the educational rights of students with disabilities

Strongly Agree ___ Agree ___ Not Certain ___ Disagree ___ Strongly Disagree ___

3. I will use information I learned in this presentation to advocate for myself/a student with disabilities in my life

Strongly Agree ___ Agree ___ Not Certain ___ Disagree ___ Strongly Disagree ___

4. I would recommend this training to others

Strongly Agree ___ Agree ___ Not Certain ___ Disagree ___ Strongly Disagree ___

What is your relationship to a person with a disability?

Self ___ Parent/Guardian ___ Other Family Member ___ Provider ___ Advocate ___

Other _____

Your age: Under 18 ___ 18-24 ___ 25-35 ___ 36-50 ___ 51-64 ___ 65+ ___

Your Race/Ethnicity (select all that apply):

American Indian/Alaskan Native ___ Asian ___ Black/African American ___

Native Hawaiiin/Other Pacific Islander ___ White ___ Hispanic/Latino ___

In which Arizona county do you primarily reside?

Apache ___ Cochise ___ Coconino ___ Glla ___ Graham ___ Greenlee ___

La Paz ___ Maricopa ___ Mohave ___ Navajo ___ Pima ___ Pinal ___

Santa Cruz ___ Yavapai ___ Yuma ___

Budget Request Form

Contractor Name: Arizona Center for Disability Law

Contractor Address: 5025 E. Eashington Street, Suite 202 Phoenix AZ 85034
Street Address City State Zip

Project Name: Special Education Advocacy Project (SEAP).

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	77,863		33,000	110,863
Fringe Benefits	3,000			3,000
Supplies / Operating Expenses	637			637
Travel	2,300			2,300
Rent or Cost of Space	10,750			10,750
Contracted Services / Professional Services	5,000			5,000
Administrative / Indirect Costs	450			450
Total Costs	100,000	-	33,000	133,000

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.



Name of Certifying Official

Chief Executive Officer

Title of Certifying Official

520-327-9547

Phone

jrico@azdisabilitylaw.org

Email



Budget Narrative for Special Education Advocacy Project (SEAP)-Year 2

Budget Narrative:

A. Salary Expenses & Fringe Benefits

Title of Position	Salary Expense	Time Associated to Project	Duration of Project	Total Salary Covered by Other Funds
Jessica Ross-Consulting Attorney	\$4,000	100%	12 months	\$4,000 (Jessica's contract amount services is part of the \$5000 total for professional services on budget request form)
Law Interns	\$33,000	100%	12 months	\$33,000 (In-Kind from ACDL not included in total)
Amanda Glass- SEAP Director and Managing Attorney	\$71,550	40%	12 months	\$28,620
Martha Leon-Staff Advocate	\$67,840	40%	12 months	\$27,136
Cate Galyon-STAT Advocate	\$62,248	20%	12 months	\$9,610
Maya Abela-Supervisory Attorney	\$90,768	3%	12 months	\$2,723
Rose Daly-Rooney-Legal Director	\$138,120	3%	12 months	\$2762
Julia Corty-Managing Intake Attorney	\$85,458	3%	12 months	\$2,564
Raquel Castro-Legal Secretary	\$52,579	3%	12 months	\$1,577
Stephanie Gallegos-Administrative Assistant	\$43,069	3%	12 months	\$1,292
Kimberly Van Horne-Administrative Assistant	\$52,647	3%	12 months	\$1,579
Total Salaries Expense (w/o in-kind or Contracted staff)	\$664,279			\$77,863
Total Salaries Expense (w/ in-kind)	\$697,279			\$110,863



Budget Narrative for Special Education Advocacy Project (SEAP)-Year 2

B. Expenses

Expenses Related to the Project

Type of Expense	Amount Associated to Expense		Total Expenses Covered by Grant
Fringe Benefits -Portion of benefits for staff associated to the contract	Paid monthly. Includes long term disability, medical, dental, vision, insurance, etc.	12 Months	\$3000
Travel -Travel to meetings to provide individualized services, meetings with community members and/or special education professional to assist in developing resource materials. Hotels and per diem included in the total.	Paid monthly to staff attorney, contract attorney and staff advocate for technical assistance and consultation visits. Estimated \$192 per month.	12 months	\$2300
Translation/Interpretation Services - Services needed for translation and interpretation for intakes, meetings with individuals, and training sessions, and training and resource materials. ASL, CART, Language translations.	At least 10 students with an average of 10 interactions to include intake, follow-up, IEPs, and mediation meetings \$100 per contact	10 contacts in 12 months	\$1,000
Office Supplies -Supplies utilized by the staff members listed above.	Amount will vary.	12 months	\$637
Rent - ACDL has 3 locations; Flagstaff, Phoenix, Tucson. The staff associated with the project conduct business and work from various locations.	Total ACDL Rent Expense for 1 year \$160,000	6.5%	\$10,750
Administrative/Indirect Costs	Administrative costs for SEAP will primarily be the costs related to internet, IT, database fees, etc.	12 months	\$450
Total (w/o Contracted Attorney)			\$18,137
Total (w/ Contracted Attorney)			\$22,137

Total Expenses: \$100,000=\$77,863+22,137 (ACDL staff salaries + Total expense with contractor added to the contract service line item.

Total In-Kind: \$33,000



Budget Narrative for Special Education Advocacy Project (SEAP)-Year 2

Supplies/Operating Expenses

The staff members committed to this project will utilize office supplies over the course of the yearlong project to complete the necessary task related to the project. This expense includes copy paper, writing utensils, file folders, protected USB drives, tablets, and PPE for safety concerns related to COVID (i.e., face masks, hand sanitizer, disinfectant spray).

Travel

ACDL serves the entire state of Arizona. ACDL requires staff to have insurance on their personal vehicles that are used for company business. For local and reasonable travel staff utilize their own vehicles. ACDL reimburses for a percentage of the fuel used per mile. If the distance of travel becomes farther than deemed reasonable, ACDL utilizes a rental car service for daily rentals. The staff is reimbursed for fuel put into the rental (receipt required). Long distance travel and appointment times may require an overnight stay that will include a hotel fee. Staff will also be provided a per diem amount to cover meals for travel days and appointment days extending 12-hours. Fees associated with travel (parking, tolls, etc.) are considered travel expenses that are reimbursed with receipt. Due to the current pandemic, travel and in-person visitations have been limited. The uncertainty of the pandemic could mean visit resume during the project. ACDL has accounted a portion of the fund to cover the expense.

Rent/Cost of Space

ACDL has three locations that the staff associated with this project conduct business and access to complete their tasks. The annual total of the rent expense is approximately \$160,000. ACDL will seek reimbursement near 6.5% of those cost; relative to the labor distribution percentage for the previous fiscal year.

Contracted Services/Professional Services

Translation and interpretation services are provided as legally required accommodations for those receiving services. These interpretation services are provided by a professional and certified consultant and professional companies. Virtual trainings, phone conferences, meetings, and consultations required this accommodation. This expense is significant as ACDL recognizes the need to provide students, parents, caregivers, educators, etc. with appropriate and effective means of communication and accurate renditions of the conversations and trainings. This line item will also include the contracted attorney.

Administrative/Indirect Costs

Administrative costs for SEAP will primarily be the costs related to internet, IT, database fees, etc.